



## Annual Assessment Report 2023-2024

### BA Liberal Studies

### Department of Liberal Studies

### College of Education & Integrative Studies

#### CONTACT

Name of Program Assessment Lead Teresa Lloro

Name of Person Completing Report Teresa Lloro

#### DISCIPLINARY ACCREDITATION No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/ceis/liberal-studies/learning-outcomes.shtml>

#### ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 6

**How many SLOs did your program assess this past year in 2023-2024?**

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

**Please list the SLOs examined**

- SLO #1: Think critically about “wicked problems” or various human experiences and perspectives using disciplinary knowledge from the arts, humanities, social sciences, and natural sciences.
- SLO #2: Synthesize (combine) knowledge (concepts, theories, works) in the arts, humanities, natural sciences, and social sciences to articulate interdisciplinary perspectives to apply to classroom teaching.
- SLO #3: Write effectively at a college- graduate level for academic and professional purposes.

**Student Learning Outcome (SLO):** Think critically about “wicked problems” or various human experiences and perspectives using disciplinary knowledge from the arts, humanities, social sciences, and natural sciences.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> <li>Capstone product (e.g., project, senior thesis, etc.) (Direct)</li> <li>Student survey/interview/focus group with self-reports of SLO achievement (Indirect)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	We did not create a specific level of success since this was the first time using these rubrics.	N/A	Illuminated areas where we need to be more explicit about instruction, modify instruction, and provide more support/evaluation for lecturer faculty who teach our courses.

**Student Learning Outcome (SLO):** Synthesize (combine) knowledge (concepts, theories, works) in the arts, humanities, natural sciences, and social sciences to articulate interdisciplinary perspectives to apply to classroom teaching.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> <li>Capstone product (e.g., project, senior thesis, etc.) (Direct)</li> <li>Student survey/interview/focus group with self-reports of SLO achievement (Indirect)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	First time using rubrics so we didn't set a minimum level of achievement.	N/A	Illuminated areas where we need to modify instruction and provide more support for lecturer faculty who teach these courses.

**Student Learning Outcome (SLO): Write effectively at a college- graduate level for academic and professional purposes.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> <li>Capstone product (e.g., project, senior thesis, etc.) (Direct)</li> <li>Alumni survey/interview/focus group that contains self-reports of SLO achievement (Indirect)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	First time using rubrics so no measure was set	N/A	Illuminated areas where we need to modify instruction and provide more support for lecturer faculty who teach these courses.

## IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- Program/department faculty as whole

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2023-2024 so that others may learn from your experiences.

Spring 2023 and Fall 2024 we worked together as a department to modify pre-existing rubrics for our courses and assessments. This process was generative because it gave us the opportunity to introduce new faculty to the assessment process and provided a platform to discuss the best ways to assess student learning. After using the rubrics this year, we have decided to further modify them because we were able to identify gaps in assessment (e.g., rubrics are missing our department's organizing themes; more specificity of terms needed) and ways in which the rubrics did not align well with assessment of writing in our lower division course (LS 2011).

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.

In addition to using rubrics to assess signature assignments in our lower division and upper division course, we also collect Graduate Senior Surveys. From the use of rubrics this academic year, it's clear that there is a disconnect between how well students think they write (79% self-describing as well or exceptionally well) and how well they actually write (mean rubric scores for LS 4611 ranging from 2.0 to 2.8 (out of 4). We noticed a similar pattern for critical thinking (85.5% self describe as exceptionally well or well) in comparison to faculty rankings of assignments ranging from 2.0 to 2.7 (out of 4). Interestingly, while students who took the exit surveys were able to describe integrative thinking well (e.g, "gather and synthesize knowledge"), our rubric scores in this area (1.75-2.1 out of 4) demonstrate that some students still struggle with regard to actually demonstrating integrative thinking (e.g., synthesis) in writing. It is worth noting that our assignments sample sizes were small (10 per class with 2 faculty rating each assignment) and not statistically representative of the 300+ students who enrolled in our senior project courses under the period of review (2021-2024). Since we are a very small department with no separate assessment committee, it has been challenging to assess larger samples of student work.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

**Assessment Plan** - Yes

**Curriculum Matrix** - Yes